ESL Grade 7 – 12 Reading Profiles

Students are able to demonstrate grade level expectations when provided with a variety of accommodations and/or modifications.

Teachers need to consider the age and grade of the student when using the profiles.

Students demonstrate the following behaviours when they have completed each Step.

Step 1

At the end of Step 1, students can read and understand highly visual texts that relate to familiar and classroom experiences. They read and understand high-frequency and pre-taught vocabulary and use sound symbol connections to decode unfamiliar words in context. Students bring prior literacy knowledge from their other language(s) to reading in English. They require small group instruction, shared reading and guided practice, and opportunities to read for information in first language (L1) for conceptual understanding.

Step 2

At the end of Step 2, students can read and understand graphic, simple texts with visual support. They read and understand pre-taught vocabulary and high-frequency words and phrases. Students can read and respond to simply worded instructions. They may use their first language (L1), bilingual dictionaries, and cueing systems to support and/or demonstrate their understanding of text and the meaning of unfamiliar words. Students still require pre-teaching and modelling of multiple meaning words and key academic vocabulary in small group instruction.

Step 3

At the end of Step 3, students can read and understand a variety of adapted and simple texts. They use knowledge of patterns of word structure and derivation (e.g., affixes, root words) to determine the meaning of unfamiliar words. Students know and use a range of academic words. They can read and respond to instructions consisting of a few steps. Students benefit from the use of multi-lingual dictionaries, word walls, guided practice, and descriptive feedback. They require support to understand the cultural aspects of text.

Step 4

At the end of Step 4, students can read and understand authentic texts approaching grade level. They comprehend increasingly complex subject-specific vocabulary and descriptive language. Students can determine the meaning of unfamiliar words through the use of context and other cueing

systems. They can read and respond to instructions consisting of multiple steps. Students still require explicit instruction and guided practice to understand how syntax, word choice, and organizational patterns help communicate meaning.

Step 5

At the end of Step 5, students can read and understand authentic texts at early grade level, from a variety of genres. They comprehend and use low frequency and academic vocabulary. They can read and respond to complex instructions. Students require support to navigate culturally specific references. They still require additional time to read a greater volume of material as well as ongoing opportunities to actively engage in group discussions about the reading.

Step 6

At the end of Step 6, students can read and understand a wide variety of grade level texts. They are reading the same volume of material and at a similar rate as their peers. Students still require support for culturally laden figurative language, idiomatic expressions, and word nuances.